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ABSTRACT

The CRitical Issue Bibliography (CRIB) Sheet describes resources that highlight institutional practices that have been instrumental in the creation of multicultural campus environments. These lessons from the field of multicultural education can help other institutions in developing and implementing policy. The annotated bibliography describes 10 documents, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Lessons from the Field

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Lessons from the Field

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of student or faculty of color-- essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and the curriculum; organizational values, culture, and structure; and faculty and staff development. Our series of multicultural CRIB sheets provides resources in all of these key areas, with each CRIB sheet focusing on resources for a particular area. Here, we highlight institutional practices that have been successful in creating multicultural environments.

ERIC documents (references with ED numbers) can be read on microfiche at approximately 900 libraries or can be purchased from the ERIC Document Reproduction Service by calling 1-800-443-ERIC. Publications with EJ numbers are journal articles and are available at libraries or through interlibrary loan. They can also be purchased from Ingenta, an article reproduction vendor, by calling 1-800-296-2221. ***CRIB sheets are updated annually; please contact us for an update or visit our Web site for the most current version.***

EJ609038
Merryfield, Merry M. (2000) Why aren't teachers being prepared to teach for diversity, equity, and global interconnectedness? A study of lived experiences in the making of multicultural and global educators. *Teaching and Teacher Education, 16*, 4, 429-43.
Investigates why and how teacher educators bridged the gap between multicultural and global education to prepare teachers for diversity and equity. Respondents write about lived experiences that shaped their world views. Significant differences exist between white and nonwhite teachers' experiences, and several interrelated qualities in teachers' experiences emerged. Educators noted for working in multicultural/global education had certain experiences in common.

EJ621633
Wheeler, Evangeline, A., Ayers, Jean F., Fracasso, Maria P., Galupo, M. Paz, Rabin, Joan S., & Slater, Barbara R.. (1999). *Approaches to modeling diversity in the college classroom: challenges and strategies.*
Discusses challenges faced in teaching a curriculum based on multicultural theory: the large volume of scholarship on diversity, student resistance to diversity issues, and professor attitudes toward diversity. Presents a technique for meeting these challenges based on modeling appropriate diversity-sensitive behaviors that involves the use of language and course content to model respect for several forms of diversity.

EJ582091
Wilson, Jennifer B. (1998, Spring/Summer). Diversity training with a dramatic flair. *CUPA Journal, 49*, 1, 2, 27-30.
The "social action theater" approach to diversity training in colleges and universities is described. The issues in using this method are examined, including benefits, determining level of campus support, ethical considerations, identification of issues, script development, and implementation.

ED415791
Beach, Ruth. (1995, December 31). *Multicultural learning at home and abroad.* Hamilton, NY: Colgate University.
This report describes a three-year project to establish an office of Intercultural Resources at the Colgate University. The office works to originate and implement programs to connect the intercultural and multicultural programs already in existence.

EJ499672
Osborn, Kathy. (1995, March). Leaving the past behind. *Currents, 21*, 20-24.
Alumni programs can involve more minority group members by focusing on constructive change for the benefit of future alumni. Administrators should challenge minority alumni to participate, have strategies to deal with concerns and complaints, determine campus commitment to diversity, and send appropriate messages to alumni.

ED378874
(1994, December). *Strategic plan to ensure racial and ethnic diversity in Connecticut public higher education. Annual report: December, 1994.* Hartford, CT: Connecticut State Department of Higher Education.
This report describes the activities and results of three programs instituted under Connecticut's Minority Advancement Program (MAP) to promote racial and ethnic diversity in Connecticut's public higher education.

EJ505356
Moses, Yolanda T. (1994, Spring). Quality, excellence, and diversity. *New Directions for Institutional Research, 81*, 9-20.
Theme issue: "Studying Diversity in Higher Education." Research indicates that colleges and universities that encourage hiring of diverse faculty and staff, promote diversity as an educational excellence issue, and reward faculty and staff for their efforts to foster diversity are institutions that have integrated diversity and quality issues. A comprehensive institutional approach to diversity is most effective.

EJ477877
Madison, Ernestine. (1993, Winter). Managing diversity: Strategies for change. *CUPA Journal, 44*, 23-27.
This article describes Washington State University's efforts to plan for and accommodate diversity on campus. It covers goals for institutional climate; administrative structure; recruitment and retention of minority students, faculty, and staff; and policy and

programs concerning cultural diversity in all campus relationships, equal opportunity, and sexual harassment.

ED363211
Adams, JQ, & Welsch, Janice R., Eds. (1993). *Multicultural education: Strategies for implementation in colleges and universities*. [Volume 3]. Springfield, IL: Illinois Board of Governors of State Colleges and Universities.
This book provides pragmatic ideas and analyses from contributors with multicultural backgrounds and educational experiences on how to implement multicultural education in college and university courses of study. It also presents strategies for transforming both the curricula and the training of effective multicultural educators.

EJ443236
Vom Saal, Diane R., & Others. (1992, Spring). Improving the climate: Eight universities meet the challenges of diversity. *New Directions for Teaching and Learning, 49*, 89-102.
Programs for faculty and teaching assistants at eight universities were designed to address the instructional needs of increasingly diverse student populations. Common elements of success included institutional commitment, administrative support, faculty involvement, active learning strategies, facilitator training, and evaluation. The programs are seen to have both immediate and long-term impacts.

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